



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

225 N Country Club Rd, Tucson, AZ 85716

Arizona Community Development Corporation

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06	Performing
2004-05	Performing
2003-04	N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Austin Charles Thies
 Schedule : 08:00 AM to 04:00 PM
 Grades : K-6
 Web Address : www.lpatucson.org
 Phone Number : (520) 325-5566
 Fax Number : (520) 325-6622
 E-mail : capothies@hotmail.com

Mission

La Paloma Academy is committed to providing the highest quality education where children can achieve their full academic potential. This is accomplished by individualized instruction, low teacher-student ratios and a highly qualified teaching staff. Our goal is to provide a safe, structured environment, which encourage the development of strong family values, where a child becomes not only a well-rounded scholastic student, but also a life-long responsible citizen.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Not Met
2003-04	N/A

School Improvement Status (b)

2005-06	N/A
2004-05	Warning Year
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Teach core subjects: Math, Reading, Language Arts, Science, History, Health/PE, computer and library classes, etc., as documented in the Arizona Academic Standards with excellence to achieve mastery. Our goal is to see 80% of our students pass AIMS.
- ü To teach character development and personal accountability that promotes positive peer relationships, strong family life and responsibility toward their community. To instill a love of learning allowing for diversity and creativity.
- ü To incorporate a service project for each classroom to encourage becoming a responsible community member. The classroom teachers will design and implement community project. Our goal is to observe the participation of at least 75% of the students.
- ü Encourage school community pride and positive peer relationships through family bonding, class bonding, and school bonding to the community. We strive for Cross-grade tutoring and mentoring, positive peer pressure and group bonding activities.

Enrollment

October 1, 2005 School Year Student Enrollment : 128
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 122

Instructional Programs

- ü Full Kindergarten/Ext. Care Offered
- ü Full PE Program
- ü Multimedia enrichment courses
- ü Before and After School Program
- ü Free Before School Remedial Program
- ü Free After School Remedial Program
- ü Full library / computer lab

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	8/27/2005
Last Day of School :	6/9/2006

Shared Responsibilities

School

It is La Paloma Academy's responsibility to make available all policies, academic expectations, and calendars. Communication between home and school is the beginning of a true partnership. Each week both a class and schoolwide newsletter go home.

Parents

It is the responsibility of the parent/guardian to read and understand all policies and procedures and to communicate regularly with their child's teacher. Parents are ultimately responsible to see that their child is properly educated.

Transportation Policy

No transportation is available at this time.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Certificate of Appreciation from the American Red Cross	2004
ü Certificate of Appreciation from the American Red Cross	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	16	111	80010	100	97	99	402	417	447	31	24	10	44	31	18	19	39	53	6	6	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	48	38935	NC	98	99	NC	423	447	NC	21	9	NC	29	19	NC	44	55	NC	6	17
Male	10	63	40974	100	95	98	NA	413	448	NA	27	11	NA	32	18	NA	35	52	NA	6	19
African American	NC	17	4201	NC	100	99	NC	397	430	NC	47	17	NC	18	23	NC	29	51	NC	6	9
Hispanic	NC	40	34545	NC	98	99	NC	409	432	NC	25	14	NC	43	24	NC	30	53	NC	3	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	NC	51	35142	NC	94	99	NC	428	465	NC	18	5	NC	25	11	NC	47	56	NC	10	28
Students with Disabilities	NC	10	10161	NC	77	93	NC	NA	419	NC	NA	28	NC	NA	28	NC	NA	36	NC	NA	8
Students without Disabilities	11	101	69849	100	99	100	413	418	451	18	24	7	45	31	17	27	39	56	9	7	19
Limited English Proficient Students	--	--	14013	--	--	97	--	--	413	--	--	24	--	--	34	--	--	39	--	--	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	10	67	39029	100	96	98	NA	414	432	NA	27	14	NA	33	25	NA	34	52	NA	6	9
Non-Economically Disadvantaged	NC	44	40981	NC	98	100	NC	422	462	NC	20	6	NC	27	13	NC	45	54	NC	7	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	16	111	79438	100	97	98	403	426	451	25	19	9	56	35	24	19	44	56	NA	2	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	48	38775	NC	98	99	NC	440	457	NC	6	7	NC	33	22	NC	58	58	NC	2	13
Male	10	63	40560	100	95	97	NA	416	446	NA	29	12	NA	37	25	NA	33	54	NA	2	9
African American	NC	17	4178	NC	100	98	NC	420	439	NC	29	13	NC	35	29	NC	29	52	NC	6	6
Hispanic	NC	40	34297	NC	98	98	NC	415	434	NC	20	14	NC	40	31	NC	40	50	NC	NA	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	NC	51	34887	NC	94	98	NC	438	471	NC	14	4	NC	31	15	NC	53	63	NC	2	18
Students with Disabilities	NC	10	9588	NC	77	88	NC	NA	416	NC	NA	30	NC	NA	32	NC	NA	34	NC	NA	5
Students without Disabilities	11	101	69850	100	99	100	410	428	456	18	19	7	55	33	23	27	47	59	NA	2	12
Limited English Proficient Students	--	--	13856	--	--	96	--	--	407	--	--	27	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	10	67	38685	100	96	97	NA	423	435	NA	25	14	NA	31	32	NA	40	50	NA	3	5
Non-Economically Disadvantaged	NC	44	40753	NC	98	99	NC	432	467	NC	9	5	NC	41	16	NC	50	62	NC	NA	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	16	111	79971	100	97	99	374	394	423	13	10	8	81	61	41	6	29	49	NA	NA	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	48	38974	NC	98	99	NC	423	437	NC	2	5	NC	50	33	NC	48	57	NC	NA	4
Male	10	63	40895	100	95	98	NA	372	410	NA	16	10	NA	70	47	NA	14	41	NA	NA	2
African American	NC	17	4203	NC	100	99	NC	359	411	NC	18	11	NC	65	45	NC	18	43	NC	NA	2
Hispanic	NC	40	34481	NC	98	99	NC	390	410	NC	15	10	NC	60	46	NC	25	43	NC	NA	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	NC	51	35150	NC	94	99	NC	408	437	NC	4	5	NC	61	35	NC	35	56	NC	NA	5
Students with Disabilities	NC	10	10258	NC	77	94	NC	NA	377	NC	NA	23	NC	NA	51	NC	NA	25	NC	NA	1
Students without Disabilities	11	101	69713	100	99	100	392	399	429	NA	8	5	100	62	39	NA	30	52	NA	NA	3
Limited English Proficient Students	--	--	13985	--	--	97	--	--	382	--	--	18	--	--	54	--	--	27	--	--	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	10	67	38994	100	96	98	NA	390	409	NA	10	10	NA	60	47	NA	30	41	NA	NA	1
Non-Economically Disadvantaged	NC	44	40977	NC	98	100	NC	401	437	NC	9	5	NC	64	34	NC	27	56	NC	NA	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	37	102	80147	100	94	99	456	456	482	11	15	11	35	27	17	41	46	49	14	12	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	16	51	39281	100	98	99	447	458	483	13	10	9	44	27	17	44	57	50	NA	6	24
Male	20	50	40780	100	89	98	460	454	482	10	20	12	30	28	17	40	36	48	20	16	24
African American	NC	19	4249	NC	90	99	NC	460	464	NC	21	17	NC	21	22	NC	42	48	NC	16	13
Hispanic	17	42	33494	100	100	99	447	446	466	12	17	15	47	33	23	35	43	49	6	7	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	--	--	4117	--	--	96	--	--	456	--	--	19	--	--	27	--	--	46	--	--	8
White	13	37	36122	100	90	99	461	464	501	8	11	5	23	24	10	62	54	50	8	11	35
Students with Disabilities	NC	NC	10295	NC	NC	92	NC	NC	443	NC	NC	33	NC	NC	26	NC	NC	33	NC	NC	8
Students without Disabilities	33	93	69852	100	97	100	457	460	488	9	12	7	36	28	16	39	47	51	15	13	26
Limited English Proficient Students	--	--	12722	--	--	97	--	--	441	--	--	27	--	--	33	--	--	37	--	--	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	NC	29	38371	NC	69	97	NC	436	465	NC	24	15	NC	31	23	NC	45	49	NC	NA	13
Non-Economically Disadvantaged	31	73	41776	100	100	100	463	465	498	6	11	6	32	26	11	45	47	49	16	16	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	38	103	79686	100	95	98	444	449	470	13	12	11	53	46	24	34	40	57	NA	3	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	17	52	39163	100	100	99	448	461	475	12	6	9	47	37	22	41	54	60	NA	4	10
Male	20	50	40438	100	89	97	442	437	465	15	18	13	55	54	25	30	26	54	NA	2	7
African American	NC	19	4228	NC	90	98	NC	438	458	NC	16	15	NC	53	28	NC	32	53	NC	NA	4
Hispanic	17	42	33299	100	100	98	442	442	452	12	17	17	47	43	32	41	38	47	NA	2	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	--	--	4087	--	--	96	--	--	446	--	--	16	--	--	38	--	--	44	--	--	2
White	14	38	35914	100	93	98	451	461	489	7	5	5	64	45	15	29	47	67	NA	3	14
Students with Disabilities	NC	10	9808	NC	83	87	NC	NA	432	NC	NA	35	NC	NA	32	NC	NA	30	NC	NA	3
Students without Disabilities	33	93	69878	100	97	100	445	451	475	12	10	8	52	45	23	36	42	61	NA	3	9
Limited English Proficient Students	--	--	12594	--	--	96	--	--	422	--	--	34	--	--	45	--	--	21	--	--	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	NC	29	38095	NC	69	97	NC	431	452	NC	24	17	NC	48	32	NC	28	48	NC	NA	3
Non-Economically Disadvantaged	32	74	41591	100	100	99	451	456	486	6	7	6	53	45	16	41	45	65	NA	4	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	37	103	80372	100	95	99	484	476	475	NA	2	4	30	31	30	70	67	64	NA	NA	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	16	51	39452	100	98	99	491	485	488	NA	NA	3	19	22	22	81	78	72	NA	NA	3
Male	20	51	40836	100	91	98	480	466	464	NA	4	6	40	41	37	60	55	56	NA	NA	1
African American	NC	19	4264	NC	90	99	NC	471	465	NC	NA	5	NC	37	35	NC	63	59	NC	NA	1
Hispanic	17	42	33608	100	100	99	492	479	462	NA	NA	6	24	36	36	76	64	57	NA	NA	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	--	4128	--	--	97	--	--	464	--	--	4	--	--	39	--	--	56	--	--	1
White	13	38	36213	100	93	99	479	473	489	NA	5	2	38	26	22	62	68	72	NA	NA	3
Students with Disabilities	NC	10	10526	NC	83	94	NC	NA	427	NC	NA	15	NC	NA	53	NC	NA	31	NC	NA	1
Students without Disabilities	33	93	69846	100	97	100	487	479	482	NA	1	3	27	29	26	73	70	69	NA	NA	2
Limited English Proficient Students	--	--	12747	--	--	97	--	--	432	--	--	12	--	--	52	--	--	36	--	--	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	NC	29	38521	NC	69	98	NC	467	461	NC	NA	6	NC	45	38	NC	55	55	NC	NA	1
Non-Economically Disadvantaged	31	74	41851	100	100	100	486	479	489	NA	3	3	29	26	22	71	72	72	NA	NA	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	99	79306	NC	97	99	NC	482	504	NC	18	13	NC	30	20	NC	44	49	NC	7	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	52	38845	NC	96	99	NC	483	505	NC	15	11	NC	35	20	NC	44	50	NC	6	18
Male	NC	47	40383	NC	98	98	NC	482	504	NC	21	14	NC	26	19	NC	45	47	NC	9	19
African American	--	12	4171	--	86	98	--	461	485	--	25	20	--	50	26	--	25	44	--	NA	10
Hispanic	NC	37	32673	NC	97	99	NC	470	487	NC	24	18	NC	38	25	NC	32	46	NC	5	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	--	NC	4034	--	NC	97	--	NC	479	--	NC	22	--	NC	29	--	NC	43	--	NC	7
White	NC	47	36234	NC	100	99	NC	497	523	NC	11	6	NC	21	13	NC	57	52	NC	11	28
Students with Disabilities	NC	17	10286	NC	89	91	NC	454	462	NC	41	41	NC	41	27	NC	12	27	NC	6	5
Students without Disabilities	NC	82	69020	NC	99	100	NC	488	510	NC	13	9	NC	28	18	NC	51	52	NC	7	21
Limited English Proficient Students	--	--	10291	--	--	96	--	--	458	--	--	38	--	--	34	--	--	26	--	--	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	NC	33	37437	NC	97	97	NC	464	486	NC	33	19	NC	33	26	NC	33	46	NC	NA	9
Non-Economically Disadvantaged	NC	66	41869	NC	97	100	NC	491	521	NC	11	7	NC	29	14	NC	50	51	NC	11	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	96	79000	NC	94	98	NC	473	489	NC	13	10	NC	36	24	NC	48	58	NC	3	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	51	38774	NC	94	99	NC	472	494	NC	6	7	NC	43	22	NC	49	61	NC	2	10
Male	NC	45	40150	NC	94	98	NC	474	485	NC	20	12	NC	29	25	NC	47	55	NC	4	8
African American	--	12	4153	--	86	98	--	450	476	--	8	13	--	67	30	--	25	53	--	NA	4
Hispanic	NC	37	32508	NC	97	98	NC	459	472	NC	22	15	NC	32	33	NC	46	49	NC	NA	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	--	NC	4016	--	NC	96	--	NC	467	--	NC	14	--	NC	37	--	NC	46	--	NC	2
White	NC	44	36135	NC	94	98	NC	491	508	NC	7	4	NC	30	14	NC	57	67	NC	7	15
Students with Disabilities	NC	14	9991	NC	74	88	NC	460	449	NC	36	33	NC	36	36	NC	21	29	NC	7	2
Students without Disabilities	NC	82	69009	NC	99	100	NC	475	495	NC	9	6	NC	37	22	NC	52	62	NC	2	10
Limited English Proficient Students	--	--	10199	--	--	95	--	--	439	--	--	35	--	--	47	--	--	18	--	--	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	NC	32	37234	NC	94	97	NC	449	472	NC	25	15	NC	47	33	NC	28	50	NC	NA	3
Non-Economically Disadvantaged	NC	64	41766	NC	94	99	NC	485	505	NC	6	5	NC	31	16	NC	58	65	NC	5	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	95	79611	NC	93	99	NC	485	496	NC	6	7	NC	48	37	NC	45	56	NC	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	51	39016	NC	94	99	NC	492	511	NC	8	4	NC	37	29	NC	55	66	NC	NA	1
Male	NC	44	40519	NC	92	98	NC	476	482	NC	5	10	NC	61	44	NC	34	46	NC	NA	0
African American	--	12	4188	--	86	98	--	474	486	--	8	9	--	58	40	--	33	50	--	NA	0
Hispanic	NC	36	32855	NC	95	99	NC	473	481	NC	11	10	NC	44	43	NC	44	47	NC	NA	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	--	NC	3992	--	NC	96	--	NC	478	--	NC	10	--	NC	46	--	NC	44	--	NC	0
White	NC	44	36380	NC	94	99	NC	497	511	NC	2	4	NC	48	30	NC	50	65	NC	NA	1
Students with Disabilities	NC	13	10664	NC	68	94	NC	446	440	NC	23	23	NC	46	54	NC	31	22	NC	NA	1
Students without Disabilities	NC	82	68947	NC	99	100	NC	491	504	NC	4	4	NC	49	34	NC	48	61	NC	NA	1
Limited English Proficient Students	--	--	10362	--	--	97	--	--	438	--	--	22	--	--	57	--	--	21	--	--	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	NC	31	37626	NC	91	98	NC	478	479	NC	10	10	NC	48	45	NC	42	45	NC	NA	0
Non-Economically Disadvantaged	NC	64	41985	NC	94	100	NC	488	511	NC	5	4	NC	48	30	NC	47	65	NC	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	15	135	79327	100	99	98	493	507	518	20	19	19	33	24	20	40	48	46	7	9	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	11	67	38961	100	99	98	496	513	520	18	16	16	36	21	20	36	49	48	9	13	16
Male	NC	68	40295	NC	100	97	NC	501	516	NC	21	21	NC	28	19	NC	47	44	NC	4	16
African American	--	24	4247	--	100	98	--	509	499	--	25	27	--	25	24	--	38	41	--	13	8
Hispanic	NC	40	32327	NC	100	98	NC	491	499	NC	25	27	NC	30	25	NC	40	41	NC	5	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	NC	NC	4391	NC	NC	96	NC	NC	489	NC	NC	32	NC	NC	27	NC	NC	36	NC	NC	4
White	NC	65	36373	NC	98	98	NC	514	538	NC	12	10	NC	23	14	NC	57	52	NC	8	25
Students with Disabilities	NC	10	9321	NC	100	87	NC	NA	467	NC	NA	54	NC	NA	22	NC	NA	21	NC	NA	3
Students without Disabilities	14	125	70006	100	99	100	498	512	524	14	15	14	36	24	19	43	51	49	7	10	18
Limited English Proficient Students	--	--	9431	--	--	95	--	--	466	--	--	53	--	--	27	--	--	18	--	--	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	13	52	37097	100	100	97	487	510	498	23	19	27	31	21	25	46	50	41	NA	10	7
Non-Economically Disadvantaged	NC	83	42230	NC	99	99	NC	505	535	NC	18	11	NC	27	15	NC	47	50	NC	8	24

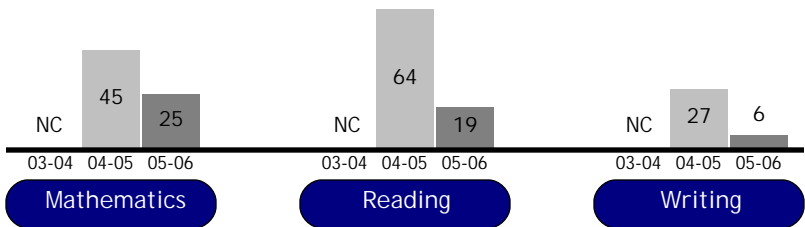
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	15	135	79501	100	99	98	475	485	497	13	10	10	33	31	25	53	56	60	NA	2	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	11	67	39062	100	99	99	480	495	502	9	7	8	36	25	23	55	63	64	NA	4	5
Male	NC	68	40368	NC	100	98	NC	475	491	NC	13	13	NC	37	27	NC	50	57	NC	NA	3
African American	--	24	4279	--	100	99	--	491	485	--	8	14	--	38	30	--	50	54	--	4	2
Hispanic	NC	40	32389	NC	100	98	NC	468	478	NC	20	16	NC	38	34	NC	40	48	NC	3	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	NC	NC	4401	NC	NC	96	NC	NC	473	NC	NC	17	NC	NC	40	NC	NC	43	NC	NC	1
White	NC	65	36446	NC	98	99	NC	492	516	NC	5	4	NC	28	15	NC	66	73	NC	2	7
Students with Disabilities	NC	10	9411	NC	100	88	NC	NA	453	NC	NA	36	NC	NA	36	NC	NA	26	NC	NA	1
Students without Disabilities	14	125	70090	100	99	100	481	489	502	7	7	7	36	30	24	57	60	65	NA	2	5
Limited English Proficient Students	--	--	9401	--	--	94	--	--	443	--	--	40	--	--	46	--	--	14	--	--	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	13	52	37183	100	100	97	470	485	479	15	13	16	38	23	34	46	60	49	NA	4	1
Non-Economically Disadvantaged	NC	83	42318	NC	99	99	NC	485	513	NC	8	5	NC	36	17	NC	54	70	NC	1	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	15	136	80000	100	100	99	543	552	564	NA	4	3	20	11	11	80	82	75	NA	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	11	68	39288	100	100	99	559	572	579	NA	1	2	NA	6	6	100	85	77	NA	7	16
Male	NC	68	40644	NC	100	98	NC	531	549	NC	6	4	NC	16	15	NC	78	74	NC	NA	7
African American	--	24	4307	--	100	99	--	569	551	--	NA	4	--	8	13	--	83	75	--	8	7
Hispanic	NC	40	32672	NC	100	99	NC	545	548	NC	5	4	NC	13	14	NC	83	76	NC	NA	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	NC	NC	4424	NC	NC	97	NC	NC	549	NC	NC	3	NC	NC	14	NC	NC	77	NC	NC	5
White	NC	66	36602	NC	100	99	NC	547	579	NC	5	2	NC	12	7	NC	79	75	NC	5	16
Students with Disabilities	NC	10	9919	NC	100	93	NC	NA	505	NC	NA	9	NC	NA	35	NC	NA	54	NC	NA	2
Students without Disabilities	14	126	70081	100	100	100	547	554	571	NA	4	2	14	8	7	86	84	79	NA	4	12
Limited English Proficient Students	--	--	9571	--	--	96	--	--	502	--	--	10	--	--	29	--	--	60	--	--	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	13	52	37534	100	100	98	545	543	547	NA	2	4	15	19	15	85	77	76	NA	2	5
Non-Economically Disadvantaged	NC	84	42466	NC	100	100	NC	557	578	NC	5	2	NC	6	7	NC	85	75	NC	5	16

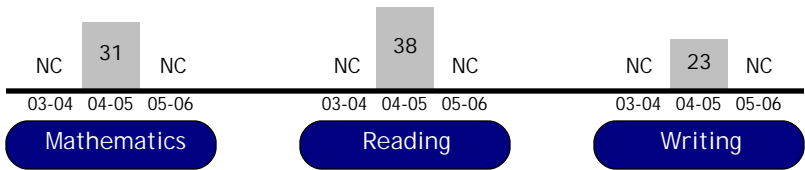
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	86	44	NA	58	100	35	47	47	87	34	50	46
	Language	93	25	28	50	100	38	51	47	87	28	52	48
	Mathematics	93	35	49	64	100	50	58	50	87	24	65	52
3	Reading	NC	NC	NA	55	100	32	36	44	100	18	35	46
	Language	NC	NC	55	61	100	33	36	44	100	27	37	46
	Mathematics	NC	NC	56	61	100	31	37	51	100	25	30	52
4	Reading	100	35	NA	56	100	38	40	48	100	28	35	52
	Language	100	23	41	52	100	43	45	49	100	35	39	52
	Mathematics	100	29	50	61	100	43	46	53	100	28	39	58
5	Reading	NC	NC	NA	55	100	30	40	50	NC	NC	44	56
	Language	NC	NC	33	49	100	36	42	50	NC	NC	46	54
	Mathematics	NC	NC	48	63	100	30	41	49	NC	NC	37	52
6	Reading	--	--	NA	56	NC	NC	46	51	100	46	46	56
	Language	--	--	34	48	NC	NC	45	47	100	28	44	50
	Mathematics	--	--	51	66	NC	NC	47	52	100	28	50	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

1 School Administrator(s)
 0 Non-certified Employee(s)
 2 Teacher(s)
 10 Parent(s)
 0 Community Member(s)
 6 Student(s)

Council Duties

Ü Coordinate Parent Participation
 Ü Fundraising
 Ü Community Projects
 Ü Special Events
 Ü Award Nomination and Selection
 Ü Homeroom Coordinator

Staffing Information for School Year 2005-06

Position

Number

Position

Number

Administrator	1.00	Teacher	10.00
Other Professional Staff	2.00	Teacher Aide	1.00

Years of Teaching Experience for School Year 2005-06

Experience

Bachelor's

Master's

Doctorate

Other

3 or fewer years	5	2	0	0
4 to 6 years	1	2	0	0
7 to 9 years	0	0	0	0
10 or more years	0	1	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	4
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

Ü Computer Lab/Library	Ü Auditorium
Ü Art Room	Ü Playground/Basketball area

Extracurricular Activities

Ü Student Council
 Ü Yearbook Club
 Ü School Newsletter

Social Services

Ü Parent Family Values Classes	Ü Health Services
Ü Counseling Services	
Ü Recreational Activities	
Ü Citizenship Classes	

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Teach core subjects: Math, Reading, Language Arts, Science, History, Health/PE, Music, Foreign Language, etc., as documented in the Arizona Academic Standards with excellence to achieve mastery. Our goal is to see 80% of our students pass AIMS.
- ü To teach character development and personal accountability that promotes positive peer relationships, strong family life and responsibility toward their community. To instill a love of learning allowing for diversity and creativity.
- ü To incorporate a service project for each classroom to encourage becoming a responsible community member. The classroom teachers will design and implement community project. Our goal is to observe the participation of at least 75% of the students.
- ü Encourage school community pride and positive peer relationships through family bonding, class bonding, and school bonding to the community. We strive for Cross-grade tutoring and mentoring, positive peer pressure and group bonding activities.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	91	95	94	95
Promotion Rate ⁵	87	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We feel it is important to develop a partnership between parents, teachers, and administration. We have worked with parents to adopt a discipline strategy for all grades, which includes a no tolerance plan for bullying, and increased school monitors. Teachers follow a sound discipline policy in the classroom in a manner that is consistent with the rest of the school, administration, and parents.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Irma Gonzalez	(520) 861-2699
Transportation Policy		
Community Resources		
School Nutrition Programs	Breda Guendels Burger	(520) 886-6548
Parent Organization	Irma Gonzalez	(520) 861-2699
Student Health/Nurse	Breda Guendels Burger	(520) 886-6548

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.